

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the Research Background, Identification of the Issue, Delimitation of the Research, Research Question, Aims of the Research, Significance of the Research, Literature Review, and Method of the Research, Significance of the Research namely theoretical and practical significance, it also describes the Literature Review contains of the theoretical foundation covering several topics related to this research, previous studies and frame of thought. Finally it explains the Method of the Research includes research design and step of the research, sources, and types of data, data collection techniques and instruments using observation.

### **1.1 BACKGROUND OF THE REASERCH**

Reading has an important role in human life throughout time in obtaining information life and knowledge. Therefore, reading comes as visual printed materials (e.g. in textbooks, letters, articles) that aim to convey information and enrich knowledge. Supposedly, reading is an interactive process activity between the reader and the text. Accordingly, Richards and Schmidt (2002) describe reading skills as the skills needed to distinguish key concepts, comprehend sequences, pay attention to specific information, make inferences, make comparisons, and draw conclusions in second and foreign language teaching, especially in the school environment. Overall, a good ability to understand reading texts will encourage students construct meaning to find information and knowledge, especially in textbooks (Salihah, et al. 2020). The reading section also appears in the Merdeka Belajar Curriculum of English textbook because it is one of the skills that students in Indonesia must master. Discussing reading skills in English teaching in Indonesia is interesting because reading activities require several aspects (Ramadhani & Refnaldi, 2024).

A textbook is considered an essential component in teaching and learning. Teachers using textbooks are essential in giving or teaching every

subject at school, and not only teachers but also students use textbooks to be able to receive the lessons given by the teacher. A teacher can provide the material well if appropriate textbooks are guiding the teaching and learning process inside and out side the classroom (extracurricular class).

The reading materials will be drawn from the school's existing textbooks, or the teacher may provide books that are in line with the existing curriculum. As reading material, textbooks should be adjusted to the reading level of students because it aims to build students' language skills. According to Carrell (1987) if the materials are too easy to use, students' learning progress will not be hindered, and their enthusiasm to learn will be weakened. Conversely, if the materials are too difficult to use, students will become frustrated and the learning process won't occur. For this reason, picking study materials that match the students' level is essential to their success Rombepajung & Kumayas (2022).

Choosing a good textbook according to students' abilities is important because book are an important role in the success of the learning process. Textbooks are used as guidelines by teachers to meet students' need, especially in reading comprehension. Readability level also important in choosing a good textbook. Several factors affect the level of readability, including the use of words that are easy to understand, sentence that are not to long, and correct grammar. In slecting a good textbook, it is also necessary to consider the readability level according to the target audience (Utami, 2023).

Textbooks are one of the important media to support success in teaching and learning activities in the classroom, so it is important to have or choose with good quality. To understand how a textbook is categorized as the best quality textbook, researchers provide several criteria from experts. Greene and Petty in Tarigan cited by Enni Akhmad have compiled textbooks with nine criteria. A good textbook has certain qualities, they are; (1) The textbook must be interesting and attractive toward the learners. So, they are going to have an interest in using textbook, (2) the textbook must be ready to motivate the learners, (3) the contents of the textbook must be illustrative, (4) the textbook

should consider the linguistic aspect. So, it will be suitable with the learner's ability; the textbook's contents must be regarding the opposite branch of science, (5) the textbook must stimulate the private activity of the learners, (6) the contents of the textbook must be clear in writing to avoid the youngsters being confused in using the textbook, (7) the textbook must have a clear point of view because it will be the learner's point of view, (8) the textbook must be ready to balance and emphasise the learner's worth, (9) the textbook must be ready to reference the differences of the individual (Akhmad et al., 2022).

To support the selection of suitable textbook, teachers need to see if the texts in the textbook are readable and suitable with the students' reading level. Thus, readability becomes one of the points that make the selection of reading materials important. This is also related to the statement that in English teaching and learning, the teacher has a role as the one who provides the material, not the one who creates the material. Therefore, teachers have an important role in the selection of reading books.

In addition, The readability of the text must be analyzed to see the level of its appropriateness. Asem states in his article that since the beginning of the study of readability, many researchers have believed that reading difficulties are related to the reading material (Bidrayani Asem, 2012). This statement implies that students' assumptions about the difficulty of a text are related to the text itself. In addition, Ornstein in Reed in terms of the benefits of textbooks states "the reading level and knowledge base of most textbooks are appropriate to the students' developmental levels." Therefore, the readability level of the reading text should match the reading ability of the students to make it suitable match. To find out how all these things are interconnected, the author would like to would like to investigate the readability level of the reading texts in the textbooks used in English language teaching and learning

Furthermore, as Indonesia applies the new curriculum this year and Kemendikbud publishes textbooks that are used in schools that implement the curriculum, teachers do not need worry about choosing good textbooks as the main source for teaching and learning English. This is because schools

implementing the new curriculum are required to use textbooks published by Kemendikbud. Therefore, as the writer states before that teachers are able to use commercial textbooks as the additional materials, they still need to select the textbook carefully because the need to select suitable ones for their students.

In addition, based on the writer's experience when doing *Pengenalan Lapangan Persekolahan* (PLP), the writer found that are still many students who get low scores in reading, especially in English, many of them still do not understand and how to read English correctly, even many of them still find it difficult to learn English. This is due to their low understanding of the reading text. Only a few of them have understood the reading text, but many of them are the opposite. Thus, the students' low scores may be due to their low comprehension of the reading text in English.

Related to students' understanding of the text, Perekeme and Abgor stated that one of the factors that determine students' understanding of a text is the readability of the text. Therefore, this is the reason for the author to conduct research on analyzing the readability level of selected reading texts in English for Nusantara textbooks for junior high school students grade eighth to see the level of readability of the reading texts.

Furthermore, the author chose English for Nusantara as the textbook to be analyzed because this textbook is deliberately designed to provide a framework for teaching and learning English based on the Merdeka Belajar Curriculum. In addition, the author also chose this textbook because this book can enable students to practice four skills: listening, speaking, writing, and reading.

Finally, this study aims to determine the readability level of reading texts in *English for Nusantara textbooks* for Eighth grade students published by kemendikbud.

## 1.2 Identification of the Problem

Based on the background of the study, the researcher want to identify some issue follows:

1. The students get difficulty in understanding the text
2. The contents of the reading text in textbook did not match with students' readability level
3. There are still many students who get low scores in reading, especially in English

## 1.3 Delimitation of The Research

Based on the background of the study, the writer limits this study on analyzing the readability level of reading texts in *English for Nusantara* for eighth grade of junior high school.

## 1.4 Research Questions

1. How is the readability level of reading texts in *English for Nusantara* textbook for eighth grade of junior high school?
2. How is the suitability of reading text in *English for Nusantara* textbook for eighth grade of junior high school?

## 1.5 Aims of The Research

Based on the statements of the problem above, the aims of this research are:

1. To find out the readability level of reading text in *English for Nusantara* textbook for eighth grade of junior high school.
2. To find out the suitability level of reading text in *English for Nusantara* textbook for eighth grade of junior high school.

## 1.6 Significance of The Research

Based on the aims of the research above, this study are benefits both theoretically and practically.

### 1.6.1. Theoretical benefits

Theoretically, the benefits of the research are follows:

- a. The findings of this research expected will increase knowledge about the readability level of reading texts in *English for Nusantara* textbook.

- b. The findings of this research expected can be used as a reference by other researcher who want to conduct research on the readability level of reading text in *English for Nusantara* textbook.

### **1.6.2 Practical benefits**

- a. For the English Teacher

The findings of this study are expected to provide an overview to teachers raise awareness in terms of selecting appropriate textbooks for teaching English, especially for teaching reading as a skill.

- b. For school principal

The finding of this study are expected to be a source of data and assessment to determine the stages of organizing and implementing teacher education in accordance with the Merdeka Curriculum in English language teaching.

- c. For the other researcher

The finding of this study are expected to be used as a reference for other researcher who will conduct research on the readability level of reading text in *English for Nusantara* textbook and provide some considerations about the feasibility of research replication or further research with different research designs.

- d. For the researcher

It is hoped that these findings of this research can provide new understanding and direct experience to researchers. So, that can increase knowledge and become a more concrete reference if the researcher later involved in the world of education.

## **1.7 Literature Review**

### **1.7.1 Theoretical Foundation**

This section presents some theories that become the basis for the discussion. It is purposed to give better understanding about the basic principles related to the research.

## **1. Textbook**

### **a. The Understanding of Textbook**

Textbooks are one of the tools that teachers typically utilize to help them while teaching or learning is done. A textbook is a book with exercise, definitions, and explanations that teachers and students can use for learning and educational reasons.

Textbook are one of the most important things in education as the main teaching material and learning media. Students' ability to understand and follow textbooks is crucial because it has a direct impact on success of learning object (Aminul Hakim et al., 2021). Textbooks serve as guidelines for teachers to teach and as the main source of knowledge for students. (Hanifah et al., 2022) stated that textbook have an essential role in developing students' reading ability. Teacher generally use textbooks as a reference for teaching reading skill and making instructional decisions. Typically, textbooks were the primary source of knowledge for the majority of students. Moreover, the majority of teachers' instructional decisions are based on textbooks, and students almost always acquire all of the information in textbooks without question. Thus, textbook is used to standardize the teaching and the instructional practices and finally to influence the curriculum as it is said that textbook has an important influence on it. In addition, textbook is said to be a reflection of the curriculum and a form of curriculum package. That makes textbook has a very important role in educational program.

Textbooks are a central element in the language teaching and learning process. The language textbook itself is a guide for students to learn to master what is discussed in it. Likewise, for the teacher, the language textbook is a tool to convey the material to be delivered. These textbooks play an important role in shaping students' English proficiency and overall learning experience. Therefore, the content of language learning textbooks should be in line with the circumstances and needs of EFL learners in Indonesia. In addition, having an understanding and skill in language is very



influential in terms of the teaching and learning process. The ability to read and understand the content of language textbooks is also very influential. By having good reading literacy skills, students are expected to have the competence to understand the literature in foreign language textbooks. Teaching and learning methods are also comprehensively changed to be student-centered (Syahid et al., 2024).

Van Els et. al. define textbook as “a coherent body of teaching materials which may consist of either just the course book (s), but also of a learning package consisting of several parts.” Textbook is a collection of teaching materials that is used as the teaching sources or as a guideline for teachers in the teaching and learning process. Textbook consists of materials needed both in the course book and in the teaching and learning guideline.

Additionally, UNESCO in Kolahi and Shirvani defines “Textbook is the core learning composed of text and/or images designed to bring about a specific set of educational outcomes; traditionally a printed and bound book including illustrations and instructions for facilitating sequences of learning activities (Kolahi & Shirvani, 2012).” As we find textbook that we usually see or use, it is a printed book that consists of materials with instructions and/or illustrations that is designed based on the sequence of learning activities. Textbook is intended to be used as one of learning facilitations and to make a specific educational outcome.

From those definitions, the writer concludes that textbook is a coherent body consisting of some materials in form of printed text and/or images that is used as an instructional material in the teaching and learning process.

#### **b. The Advantages and Disadvantages of Textbook**

The important role of textbooks in the teaching and learning process has caused many writers and publishers to publish a large number of textbooks, and those published textbooks have now been commercialized because of the high demand. However, since textbook has an important role in the



teaching and learning process, teachers have to pay attention to its advantages and disadvantages in order to provide them the knowledge of textbooks.

There are some advantages and disadvantages of using commercial textbooks in teaching and learning process. Those advantages and disadvantages depend on how teachers use them and the context for their use (Richards Jack. C, 2001). The advantages of commercial textbooks are:

- a. They provide structure and a syllabus for a program
- b. They help standardize instruction
- c. They maintain quality
- d. They provide a variety of learning resources
- e. They are efficient
- f. They can provide effective language models and input
- g. They can train teachers
- h. They are visually appealing

As it is mentioned before, there are also disadvantages of commercial textbooks. They are:

- a. They may contain inauthentic language
- b. They may distort content
- c. They may not reflect students' need
- d. They can deskill teachers
- e. They are expensive

Teachers who rely so much on the use of textbook without using other materials often find it difficult to improve the teaching of the language. They tend to focus on what is written better than to provide other materials that support the language teaching. This is one of the disadvantages of textbook. Further, another disadvantage is textbook form a same format from one unit to the next. This may make students feel bored for learning in same sequence.

To sum up, the use of commercial textbooks in teaching and learning process has advantages and disadvantages as mentioned before. Thus, teachers have to be able to select a suitable textbook for their students in order to give the advantages and finally make students to be able to achieve the objective of the learning especially in reading comprehension.

**c. The Selection of Textbook**

In the selection of textbooks, teachers first need to obtain some information or data related to those textbooks. The data can be obtained from both the textbook and the textbook users. The data obtained from the textbook means the data collection and description on the form and content of the textbook itself. The sources of this data are authors and publishers' information, textbook reviews, checklists, and textbook descriptions and the development of new descriptive tools. Furthermore, the data obtained from textbook users means the data collection and description on the effects textbooks have on their users. These effects include the effects on teachers, students and the process of teaching and learning. The sources of this data are users' judgements and experimental research into the effects of textbooks.

In addition, since teachers are not the ones who create materials (in this case is in the form of textbook) but provide them and they need to rely largely on commercial textbooks, they have to make a good decision on selecting a suitable textbook for their students.

According to van Els et. al., there are two stages in the selection of a textbook:

1. Global selection. This is a first selection of textbooks which have sufficient superficial appeal. The information needed to make such a choice can be obtain from textbook reviews, users' judgement, information from authors and publishers, and the teachers' own global analysis (based, for instance, on a textbook typology).

2. Analysis of the textbooks remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comments from users, and, where available, reports on empirical research into the effects of the textbooks in question can be very useful.

In other words, there are two steps that teachers need to do in selecting textbook for their students. The first step is obtaining textbook information. Teachers can obtain the information from the textbook reviews, user judgement, authors and publishers' information, or their own global analysis. The second step is analyzing the textbook. After obtaining the textbook information as mentioned before, teachers have to analyze the textbook for further information. This analysis can be in the form of checklists, comparative textbook description, detailed comments from users, or reports on empirical research into the effects of textbooks.

Those steps can be done by the teachers in order to obtain good information about the suitability of textbook for their students. Once the teachers have done the two steps they can decide whether they will use the textbook for their students or not.

## **2. Text**

### **a. The Understanding of Text**

Anderson and Anderson state that a text is words that are put together to communicate a meaning (Anderson, 1998). It is not only a form of words that are put together but further, it reflects a meaning of those words.

Further, it is not only written words that are called as a text but also spoken words. The spoken words here mean the words that have been transmitted. This is in line with statement that a text could be either written or transcribed version of speech (Hedgcock, 2001). In addition, Siahaan and Shinoda define a text as a linguistic unit (phoneme, morpheme, phrase, clause, sentence or discourse) that has a full meaning in its context. They

also state that a text is both a spoken and a written text. Thus, a text is generally not only a form of written words that are put together but also a form of spoken words that are transcribed.

Furthermore, Wallace in Hedgcock and Ferris defines a text as the physical manifestation of language which includes autographic symbols and non-verbal elements. Thus, a text is formed not only by words that are put together but also by many elements. Those elements are non-verbal and autographic symbols. Non-verbal elements here are such as capitalization, punctuation, paragraphing, and format, and autographic symbols include letters of the alphabet or characters (Hedgcock, 2001).

There is a number of parameters of texts that are considered in expecting students to be able to read them. They are:

**Text types** include: text books, handouts, articles (in newspapers, journals or magazines), poems/verse, encyclopedia entries, dictionary entries, leaflets, letters, forms, diary, maps or plans, advertisements, postcards, timetables, novels (extracts) and short stories, reviews, manuals, computer help systems, notices and signs.

**Text forms** include: description, exposition, argumentation, instruction, narration (these can be broken down further if it is thought appropriate: e.g. expository texts could include outlines, summaries, etc.)

**Graphic features** include: tables, charts, diagrams, cartoons, illustrations.

**Topics** may be listed or defined in a general way (such as non-technical, non-specialist) or in relation to a set of candidates whose background is known (such as familiar to the students).

**Style** may be specified in term of formality.

Intended readership can be quite specific (e.g. native speaking science undergraduate students) or more general (e.g. young native speakers).

**Length** is usually expressed in number of words. The specified length will normally vary according to the level of the candidates and whether

one is testing expeditious or careful reading (although a single long text could be used for both).

**Readability** is an objective, but not necessarily very valid, measure of the difficulty of a text. Where this is not used, intuition may be relied on.

**Range of vocabulary** may be indicated by a complete list of words (as for the Cambridge tests for young learners), by reference either to a word list or to indications of frequency in a learners dictionary. Range may be expressed more generally (e.g. non-technical, except where explained in the text).

**Range of grammar** may be a list of structures, or a reference to those to be found in a course book or (possibly part of) a grammar of the language (Hughes, 2003).

Those parameters should be considered by teachers when they expect students to be able to read a text. That is why teachers have to pay attention to many aspects of texts such as readability, length, types etc. when they select them for their students.

To sum up, a text is the physical manifestation of language that is formed by words that are put together along with their non-verbal and autographic symbols elements. Teachers need to consider some parameters of texts when they are expecting students to be able to read them. Thus, students' ability to read texts is measured in consideration of those parameters.

### 3. The Nature of Reading

#### a. Definition of Reading

Meanwhile, according to (Azizi, 2015) Language skills have four skills: reading, writing, listening, and speaking. Reading is the ability to translate the meaning of symbols created such as writing. That's means reading is an activity while transfer words after reading teks to the mind and then get

meaning. Sometimes, we need to understand the language of the text only at a certain level according to our age such as word level, sentence level, and whole text level.

(Sholihah, 2018) stated that Reading Texts generally involves reading notes, stories, memos, letters, specifications, books, regulations, journals or manual reports. That includes labels and forms that contain at least one paragraph of text. The reading is an exercise that is dominated by the eyes and the brain. The eye receives the message and the brain then has to figure out the significance of this message. And the reading can be understood if a text is at the level according to the age of the reader. And this can be measured by readability. In addition, Nalliveettil (2014) in (Ramadhani & Refnaldi, 2024) says limited vocabulary knowledge, lack of familiarity with the subject, difficulty with text, and the use of effective reading strategies. From the definitions, it can be concluded that reading is a process to understanding the meaning conveyed by the text.

#### **b. Definition of Reading comprehension**

According to Kalalo & Fauzan (2007) in that reading is an interaction process to gain an understanding of the text and is carried out by the reader and the text. Meanwhile, (Maznum, 2018) comprehension is an activity that is carried out simultaneously between the mind and the eye in reading a text to get a new conclusion. So, it can be said that reading comprehension is an activity carried out between the reader and the text to get new conclusions by digesting what has been read.

And additional by (Salihah, 2020) stated that reading comprehension, mainly in textbook, is a skill of interpreting text, determining its meaning, and connecting based on what reader can really recognize mainly in textbooks. They engage with textual elements as they read, such as lexical and syntactic elements that integrate to meaning and can be identified as defining characteristics of various text genres.

So, it can be concluded that reading comprehension is an activity between the reader and the text to understand the meaning contained in it. There are two ways to do this, namely by reading and then answering questions related to what has been read.

### **c. Kinds of Reading Comprehension**

According to (Fauziana, 2019) that there are four kinds categorized of the reading namely; Literal reading comprehension ability, interpretative reading comprehension ability, critical reading comprehension ability and creative reading comprehension ability.

### **d. Literal Reading Comprehension**

This activity does not require students to think to high, because are only required because are only required to know the meaning of words, ideas or sentences in the text. So, they don't need help from the teacher because they can analyze it themselves. The questions used in this regard are (1) facts based on the text, (2) true-false statements in the text, (3) complete sentences, and (4) multiple-choice exercises.

#### **1. Interpretive reading comprehension**

Interpretative uses thinking skills because students are required to investigate things deeper than literal understanding in the text. This is indicated by, in interpretive students can find the meaning of the statement sentences in the text. There are several things in interpretive reading such as (1) making generalizations, (2) finding cause and effect, (3) finding relationships, (4) anticipating the end and (5) making comparisons.

#### **2. Critical reading comprehension**

Critical reading skills are things that are needed for development in social life. In this ability the reader can evaluate, give a personal value to the text, an accuracy and facts in the reading. For example in a question like "is a mother justified to leave her children alone?"



### 3. Creative reading comprehension

Creative reading is now used for a thought process in reading. This usually starts with the student's curiosity and begins to delve deeply into the meaning of the text. Personally, you can motivate yourself to explore the meaning of the text. However, this is rarely done by students. An example of a question that requires students for creative reading comprehension is "how to solve this problem?"

#### e. **The Purpose of Reading Comprehension**

Basically, reading has its own purpose. The purpose of reading must also be placed in accordance with the conditions and situations. Because, this will have an impact about they have read. For this reason, the general purpose of reading is stated by (Sari et al., 2020) that there are four objectives, namely; as knowledge, as entertainment, understanding conditions, understanding life, understanding oneself and others.

In this context reading is for learning and knowledge. Therefore, the purpose of reading to students is to; facilitate reading from words into sentences, train eye focus between one word and the next, understand the contents of the attached text and can add insight so that it can meet academic tests. This is the goal of reading comprehension for students.

## 4. **Readability**

### a. **Definition of Readability**

Readability is a measure of the suitability between the text and the ability of the students. Students' ability can be measured when they understand what they have read. However, sometimes students do not understand a reading text because this will be caused by a text that is not suitable for the students' grade level. This can happen to books published for the field of study in educational institutions, be it for elementary, junior high, high school or college levels.

According to (Yetti, 2021) stated that readability is what makes some text easy to read compared to others. This means that readability based on the level of students' educational background refers to the level of difficulty of the reading text. In additions by (Zantoni, 2018) readability is one of the most important aspects that must be considered in choosing good reading for students. Because, legibility can be used to determine a person's ability to complete a task during study, a number of people have defined several types of legibility.

Alternatively, (Sholihah, 2018) readability refers to the extent to which writing is to read and understand. Readability was created to assess the suitability of texts for students at different grade levels or ages. Furthermore (Sujatna., 2019) Readability of texts are different from one to another since they are influenced by many factors. So, the readability level is where the class of the person finds the reading material interesting and understandable.

#### **b. Formula of Readability**

According to Greenfield, Readability formulas are “multiple regression equations in which the dependent variable (the value we want to know) is the reading difficult predicted of a text and the independent or predictor variables are two or more directly measurable characteristics of the text, such as the number of words sentence.” (Greenfield, 2004).

Based on (Azizi, 2015) that the readability formula contains all the predictive information that provides quantitative ease of reading writing, usually through several combinations of language elements. Books such as readability, choice, chapter, and others may be found in legibility. As a result, sampling from a representative choice in the assessment formula material is applied, such as other legibility measures, is necessary.

As explained above, it is known that readability formulas have different aspects, such as difficult word, number of words in sentences, number of syllables, etc. According to (Sholihah, 2018) There are several formulas for measuring text readability:

### 1) SMOG Readability Formula

SMOG (Simplified Measure of Gobbledygook) developed by McLaughlin in primary and secondary education. The use of this formula is intended to measure the suitability of the text with the age of the reader. This formula is designed to measure the readability of very little text (at least 10 sentences) to long text (done by sample). The formula as bellow ((Dubay, 2004):

$$\text{SMOG grading} = 3 + \text{square root of polysyllable count}$$

Where:

Polysyllable count : number of words of more than two syllables

- 1) Count ten consecutive sentences near the beginning of the text to assessed, ten in the middle and ten near the end.
- 2) In the thirty selected sentences, count ever word of three or more syllables.
- 3) Estimate the square root of the number of polysyllabic words counted.
- 4) Add three to the approximate square root. This gives the SMOG grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed (Falcouner, 2011).

McLaughlin also provides SMOG formula conversion table as below:

**Table 2.1**  
**SMOG Conversion Table**

<b>Total Polysyllabic Word Count</b>	<b>Approximate Grade Level (+1.5 Grades)</b>
1 – 6	5
7 – 12	6
13 – 20	7
21 – 30	8
31 – 42	9
43 – 56	10
57 – 72	11
73 - 90	12
91 – 110	13
111 – 132	14
133 – 156	15
157 – 182	16
183 – 210	17
211 - 240	18

**UINSSC**  
**UNIVERSITAS ISLAM NEGERI SIBER**  
**SYEKH NURJATI CIREBON**

The readability formulas mentioned above, historically are valid for L1 reading text. Then, the question arises whether the existing readability formulas can be used to measure the readability of EFL reading text or not, in this case the text for Indonesian students. Based on research conducted by Jerry Greenfield, it is known that the readability formulas above are also valid to measure the readability level of EFL reading text, as he stresses on his finding. “The classic formulas are indeed fundamentally valid for a broad spectrum of English readers that includes non-native as well as native readers.” (Greenfield, 2004). Thus it can be believed that the Flesch Reading Ease Formula as the instrument used in this study can be used to measure the readability level textbooks for Indonesian students that learn English as a foreign language.

## **2) Flesch Reading Ease Legibility Formula**

Rudolf Flesch was the one who publicized the Flesch Ease of Reading formula. As explained in (Dubay, 2004), Flesch developed two formulas. The first formula was for adult reading materials published in his dissertation in 1943. The second formula was divided into two parts published in 1948. The first part, the first Ease of Reading formula uses only the number of syllables and the number of sentences for every 100 words sampled as variables, while the second part signifies reading interest by counting the number of reading interest by counting the number of personal words and personal sentences.

This formula calculates a sample text index score based on word count, sentence length, and syllable count. Flesch Reading Ease is best for school texts and is the standard used by many US government agencies, including the US Department of Defense. Scores range from 0-100 (the higher the score, the easier it is to read) and the average document should be in the range of 60-70.33. The Flesch Reading Ease Scale is one of the most tested and reliable formulas and the most widely used outside. Measures readings from 100 (for easy reading) to 0 (for very difficult to read). If we find

readability results with other scores, we can compare them with other criteria in the table.

Later, the updated formula as follows:

$$\mathbf{RE = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)}$$

Where:

RE : Reading Ease Score

FKRA : Flesch Kincaid Reading Age

ASW : Number of Syllables per 100 words (that is, number of words divided by number of sentences)

ASL : Average number of words per sentence (that is, number of syllables divided by number of words)

### 3) The “FOG” Readability Formula

According to (Septyani et al., 2020), the fog index was first discovered by Robert Gunning, a graduate of Ohio State University. His interest in readability began with his observations of high school graduates in America who were unable to read reading material well. In the end, he developed a fog index as one of the ways the author can avoid the complexities contained in the discourse. In his book entitled *The Technique of Clear Writing*, Gunning formulated a readability formula developed for adults with the term fog index.

Gunning also stated his findings that at first the discourse readability test through the fog index was only intended for English texts, but in its development it was universally applicable including being able to be used for Indonesian language discourse. Gunning suggests that the fog index uses two variables, namely the average sentence length and the number of words

more than two syllables for every 100 words. Difficult words are words that consist of more than two syllables.

#### **4) Fry Readability Graph**

Fry charts are made for most texts, technical documents, including literature, and can be used for primary and secondary school age reading material. Edward Fry introduced the Fry Graph as a way to predict the readability of a text. He created the formula in 1968 while working as a Fullbright scholar in Urwanda teaching teachers to teach English as a second language. Graphics initially determined readability up to secondary school. The graph was later expanded to predict the readability of material intended for primary and college levels.

#### **5) English Textbook**

The textbook is employed as the major source of education in the school, according to (Adawiyah, 2006). This is one of the most crucial things to remember in a learning program. A lot of dominant is utilized in the process of teaching and learning. The term textbook refers to "a set of teaching materials that teachers and students use text books to determine activities in the classroom as one of the teaching materials. Using a text book, the teacher may determine what and where the material is that is being taught in the curriculum and Syllabus in this also able in (Handayani et al., 2020) that to achieve the teaching and learning objectives, a teacher should be more active in selecting appropriate textbook or reading material based on the curriculum and students' need.

Intentionally, special textbooks to become study companions for students (Zahro, 2015). Students in the published books are directed to study independently or in learning situations in the classroom and outside the classroom. As a consequence, it is possible for students to learn independently without relying on the teacher in presenting. In most cases, a book of instructions is organized thematically. That is, in it there are various



units that contain other themes. Each unit is built up of a certain subject that includes a variety of abilities.

Texts with a high readability level will help readers by boosting interest in learning and memory, improving reading speed and efficiency, and lowering reading habits, according to (Yazidi et al., 2012). To present teaching materials in a language appropriate to their level, good and correct textbooks. Levels of ease of language (word choice and effectiveness of sentence use) and levels of ease of reading are related to the readability aspect of the book.

#### **6) Flesch Kincaid**

The Flesch Kincaid is one of formula which famous to readability in legibility studies. This was confirmed by (Salihah & Degeng, 2020), that the most commonly used is the Flesch Kincaid Reading Ease formula to assess text which written by writer suitable for the target reader. An additional by (Zuhri, 2016) cited in (Satriani, 2022) that The Flesch Reading Ease Readability Formula is one of the oldest and most accurate. This formula Flesch Kincaid Grade Level used to measuring level grade of students from score ease read text. And this formula also best used in a text for school students reading.

According to (Kim et al., 2012) stated that This Kincaid Flesch formula was first created by Rudolph Flesch as a writer, writer consultant and plan supporter. This man is from Austria studying law and earned his Ph.D in English from Columbia University. Then, Flesch wrote a journal article entitled "A New Readability Yardstick published in the Journal of Applied Psychology in 1948, in that title he proposed a reading ease formula to measure reading ease.

After that, in 1976, the US Navy modified its formula to produce grade-level scores by applying the Flesch grade scale formula or Kincaid formula. To modify this formula John P. Kincaid was assisted by his colleagues Fishburne, Rogers, and Chissom in his research. Initially, this formula was formulated for the purposes of the US Navy only, but after

being developed this formula is more suitable for the field of education. At the time, the US Military used this formula to evaluate the readability of their manuals.

Then, based on (Ulu Kaln, 2017), "Flesch Reading Ease formula" and "Flesch - Kincaid grade-level formula" are two types of formulas that are similar. Even if the goals of the two types are similar, they differ in terms of evaluation and scaling methods. In Flesch reading ease formula, if high score means the text is easy. Otherwise, low score that the text is difficult.

The length of sentences and syllables is determined in the 100 words section of the text. To determine word length, the total number of words is divided by the total number of clauses. To determine the length of a clause, the total number of syllables is divided by the total number of words. The data obtained were analyzed using the Flesch reading ease formula which is used for the analysis. The formula Reading Ease is:

$$\text{RE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

And Formula Flesch Kincaid Grade Level is:

$$\text{FKRA} = (0.39 \times \text{ASL}) + (11.8 + \text{ASW}) - 15.59$$

Where:

RE : Reading Ease Score

FKRA : Flesch Kincaid Reading Age

ASW : Number of Syllables per 100 words (that is, number of words divided by number of sentences)

ASL : Average number of words per sentence (that is, number of syllables divided by number of words)

If the result show:

**Table Flesch Reading Ease**

<b>0 – 29</b>	<b>Very Confusing</b>
<b>30 – 49</b>	<b>Difficult</b>
<b>50 – 59</b>	<b>Quite difficult</b>
<b>60 – 69</b>	<b>Standard</b>
<b>70 – 79</b>	<b>Quite Easy</b>
<b>80 – 89</b>	<b>Easy</b>
<b>90 - 100</b>	<b>Very Easy</b>

To calculate the readability grade level in a text, you can choice two ways to analyze readability level using formula Flesch-Kincaid. First, using formula above to measure Flesch Reading Ease and the result match with that table to determine grade level of students. And also use the website. There is a simpler one where the results are analyzed by the website itself, only copied text in the coloum in website and klik calculate so, the result of Flesch reading Ease and Flesch-Kincaid Grade Level will be seen. As well number words, syllable, sentences can also be counted. Websites that can be visited are: <https://www.webfx.com/tools/read-able/flesch-kincaid.html>.

### 1.7.2 Previous Study

During the research, the Researcher did not find many theses or journals especially those related to the study of the readability level of reading text on *English for Nusantara* textbook. For this reason, the researcher conducted this research in order to get a clear and directed picture of the readability level of reading text on *English for Nusantara* textbook. Based on the literature study that the researcher has done, it was found several research titles related to the titles raised by the researcher.

The first related study was conducted by N. Yani Saniyatul Amaniy (2014) with the title “*The Readability level of reading Text in Pathway to English 2*”.

This study aims to investigate the Readability Level of the reading text in *Pathway to English 2* for the eleventh grade of senior high school. The research findings show that there are 4 texts that are basically suitable for the eleventh grade of senior high school students and match this textbook as this compiled for the eleventh grade of senior high school students.

The second related study was conducted by Amalia Rahma (2018) with the title "*Readability levels in The Reading Texts of Pathway to English for 11<sup>th</sup> Grade Students of Senior High School*". The purposes of this study is to elucidate teachers' willingness to change and beliefs as predictors to successful curriculum implementation where Findings indicate that these two constructs are able to maneuver teachers to implement a new curriculum in a successful manner when technology integration is Involved technology integration is involved.

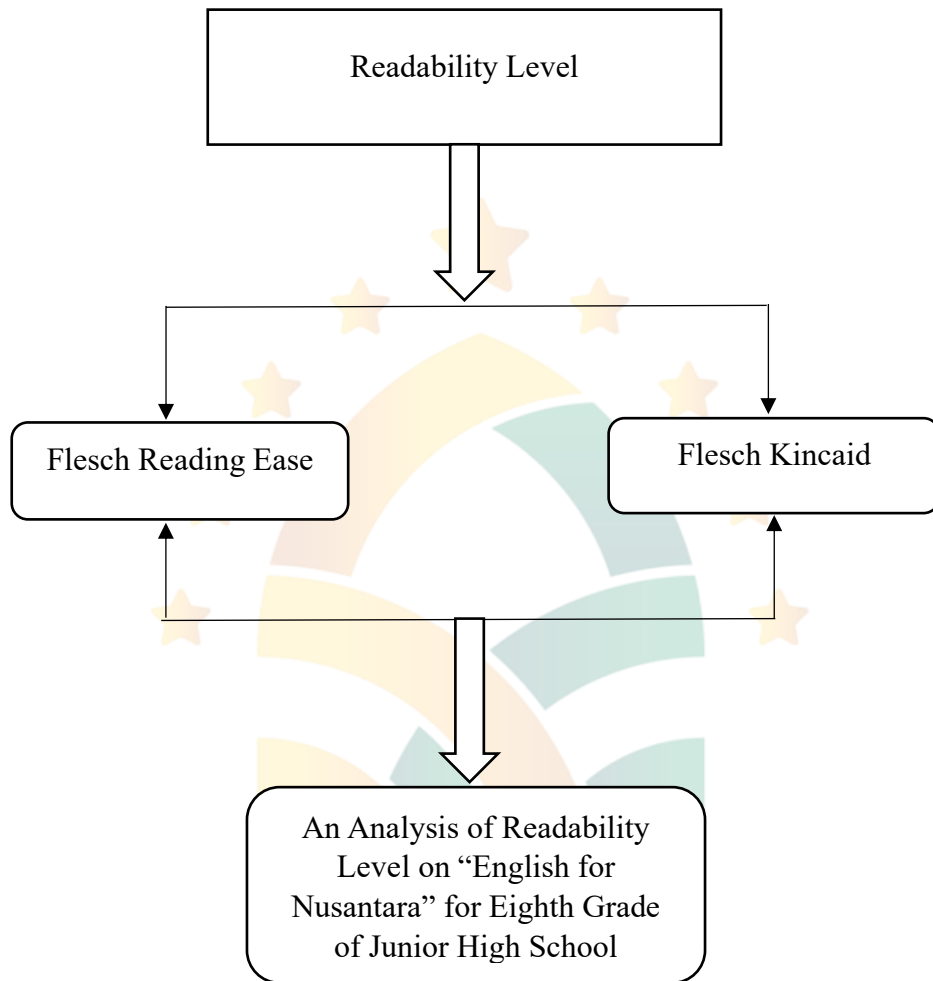
The third related study was conducted by Ratri Handayani et al, (2020) with the title "*The Readability Level of Reading Texts in Erlangga Straight Point Series: English for Eleventh Grade Students*". The study focuses s to describe the readability of English texts within ESPS textbook for eleventh grade students by using multiple evaluations i.e., two readability formulas (MEFLRI and Coh-Metrix RDL2) and teacher's professional judgment of reading texts adopted from Singer (1992). This research belongs descriptive research since the researcher wants to describe the readability level of reading texts in ESPS textbook.

The fourth related study was conducted by Priscillia L. Wekes et al. (2022) with the title "*An Analysis on Readability Level of English Reading texts in The English Textbook Entitled Bahasa Inggris Untuk Siswa SMA-MA/SMK-MK kelas XI by Otong Setiawan Dj. And Supeni*". This research aims to analyze the readability level of the reading material in the textbook entitled Bahasa Inggris untuk Siswa SMA-MA/SMK-MK Kelas XI by Otong Setiawan DJ. And Supeni. The results show that the researcher found that most of the reading texts in the textbook were not accordance with the students' level. Both of these readability tests showed the same results, that is, from fourteenth texts, eleventh

(78.6%) reading texts are not in accordance to the eleventh grade students. only (21.5%) from fourteenth reading texts that are in accordance to students' level. So the researcher conclude that, the readability of reading texts in Bahasa Inggris untuk Siswa SMA-MA/SMK-MK Kelas XI textbook is low.

The fifth related study was conducted by Olivia Annatasha Putri and Nunung Nurjati (2023) with the tittle "*The Readability of Referential Book for EFL Students in English Language Education Department*". This study aimed to investigate the textbook's readability level as well as any potential factors influencing its readability. This study's object included the Morphology textbook, and 36 English Language Education Department students batch 2021 at University of PGRI Adi Buana Surabaya. The first finding demonstrated that the textbook's readability using the Miyazaki EFL Readability Index had a very difficult readability level and best suited for graduate university students. The second finding showed that there were 68.52% of students or 25 students agree that the textbook was difficult to read. The third findings indicated that the percentage of factors affecting the textbook's readability was 66.67% including the influence of reader factors (22.22%) and text factors (44.44%).

### 1.7.3 Frame of Thought



## **1.8 Research Method and Approach**

This research uses a descriptive content analysis method within a quantitative research framework. This approach was applied because it is appropriate to accurately describe the research results. According to (Gay, 2015) quantitative research uses numerical data to collect and analyze information, thus allowing researchers to describe, explain, and predict the phenomena that occur. In this study, the descriptive method was used to analyze and describe the readability level of reading text in the textbooks “English for Nusantara” for junior high school grade VIII published by *Kemendikbud* because the researcher wanted to describe by using the Flesch Kincaid Formula.

### **1.8.1 Source of Data**

Arikunto (2006: 129) had stated that the data sources are meant to be subjects that are used as a data to be analyzed and processed for the research. Thus, the source of the data for this research were solely taken from the reading texts found in the complete 5 chapters of English for Nusantara textbook for 8th grade students of Junior High School published by Kemendikbud (2022). In each chapter, the reading texts were divided for reading comprehension and vocabulary insight, depending on the theme, topic, and genres of the chapters.

### **1.8.2 Techniques of Collecting The Data**

To collect data, the researcher follow step by step based on (Yulianto, 2019) The researcher has five steps. The steps are as follows:

1. Determine the English textbook that will be used as a research source
2. Identify the reading of the English entitled “English for Nusantara” published by Kemendikbud.
3. After that, read the text carefully
4. Then, scan and copy reading text
5. Last, count the number of words, syllables and sentences contained in the reading text website formula Flesch - Kincaid



### **1.8.3 Research Instrument**

In this study, the researcher functions as researcher and data collector. The researcher serves as an instrument in this research. The most important research instrument is the researcher with or without help by others. Meanwhile based on Melong (2004) stated that the researcher is a main instrument because his task is collecting data, plans the research, analyzes data, interprets and reports the result of the research.

For that, the researcher uses document analysis. Document analysis is used to analyze the level of readability using formula Flesch Reading Ease and Flesch Kincaid of the text in the English textbook entitled "English for Nusantara" for class VIII students by Kemendikbud. And, the document itself is the source of the reading text in the book.

### **1.8.4 Techniques of Analyzing the Data**

To analyze the researcher used the Flesch readability formula theory by John P. Kincaid (1976) on the grounds that this formula is easier to analyze English texts. The researcher used five steps to analyze the data as follows:

1. First, the researcher chose a text with a minimum length of 100 words, and entered it into Microsoft Word.
2. After that, analyze and count sentences, words and syllables in each reading text.
3. Measuring the readability of each text based on the Flesch readability formula.
4. Describe and provide further explanation regarding readability.
5. Finally, determine the value in each reading text by comparing the score results with other criteria as shown in the readability table which is more relevant for Eighth grades of junior high school.

For more concise way is as follows:

1. First, open the website: <https://www.webfx.com/tools/readable/flesch-kincaid.html>
2. Click, test readability and picture book
3. After opened, there are several options like Enter URL, Enter Text, refer from website. Then, select enter text.
4. And, copy the text into that column and click calculate readability. After that the formula will work to analyze the text that has been copied.
5. After a while, the results will come out including the number of words, syllables and sentences in the text.
6. Finally, analyze the readability level according to the formula flesch Kincaid and the table that has been determine.

And the formula by Jhon P. Kincaid used to analyze readability is:

$$RE = 206,835 - (84.6 \times AWL) - (1,015 \times ASL)$$

Where:

**RE:** Reading Ease Score

**ASW:** Number of Syllables per 100 words (that is, number of words divided by number of sentences)

**ASL:** Average number of words per sentences (that is, number of syllables divided by number of words)

**Table Flesch Kincaid Formula**

<b>Reading Ease Score</b>	<b>Style Description</b>	<b>Estimated Reading Grade</b>
0 to 30	Very Difficult	College graduated
30 – 50	Difficult	13 <sup>th</sup> to 16 <sup>th</sup> grade (college)
50 – 60	Fairly difficult	10 <sup>th</sup> -12 <sup>th</sup> grade
60 – 70	Standard	8 <sup>th</sup> to 9 <sup>th</sup> grade
70 – 80	Fairly Easy	7 <sup>th</sup> grade
80 – 90	Easy	6 <sup>th</sup> grade
90 - 100	Very easy	5 <sup>th</sup> grade



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